

# Academic Health Department Learning Community Meeting

January 6, 2016



# Housekeeping Items

- Please mute your phone/microphone when you are not speaking.
- Please mute your computer speakers if you are using your phone.
- Links to download the presentation slides can be found in the Files box.
- The meeting will be recorded, and the archive will be available following the meeting.
- Please use the Chat box to comment or ask questions at any point during the meeting. Once the presentation ends, you will also be able to unmute your phone/microphone to join the discussion.



Files	
Name	Size
Summary of Requests for Tools and Resources	49 KB
Core Competencies Workgroup Meeting Agenda	98 KB
2014 Core Competencies for Public Health Prof	421 KB

Upload File... Download File(s)



Chat (Everyone)

Hello, my name is Jane. I'm a first grade tea

Everyone



# Today's Speakers



**Vicki Collie-Akers, PhD, MPH**

**Associate Director of Health Promotion  
Research  
Work Group for Community Health and  
Development**



**Louise A. Kent, MBA, ASQ CQIA**

**Planning Administrator  
Northern Kentucky Health Department**



# Development of an academic health department to promote strong public health practice

Vicki Collie-Akers, Ph.D., M.P.H.  
M.P.H.

University of Kansas  
Department

Dan Partridge, R.S.,

Lawrence-Douglas County Health

# Overview

- \* Describe the process involved in establishing an academic health department partnerships.
- \* Discuss the lessons learned from implementing an academic health department.

# Background

## University of Kansas (KU)

- \* Located in central Lawrence, KS
- \* A high volume research university
- \* Serves about 25,000 students
- \* Does not have a School of Public Health, instead a number of research units, and a joint M.P.H.-Ph.D
- \* Faculty/ staff had worked with LHDs only as one of many partners not the primary partner; Had not worked with LDCHD since the early '90s



# Background

## Lawrence-Douglas County Health Department (LDCHD)

- \* Had worked with academic partners on an ad hoc basis for very specific projects, generally limited connection to the University of Kansas
- \* Serves a jurisdiction of 110,000 people
- \* Consists of 45 people
- \* Recognized in the state as high performing
- \* Received accreditation in May 2015



# Background

Partnership began in 2011 with completion of a community health assessment and plan required as a prerequisite of applying for accreditation

- Good collaboration from start: sharing of risks, rewards, responsibilities, and resources
- Co-learning of staff from both organizations occurred from the start
- Shared values noted very early on
- Leadership at the LDCHD striving for continuous improvement and transforming public health





# Process for establishing an academic health department

- \* Reviewed literature for existing examples of Academic Health Departments (AHD)
  - \* Definitions
  - \* Examples
  - \* No prescriptions
  - \* At the time, no examples in the space of no Schools of Public Health
- \* Leadership held meetings to discuss common values
- \* Began laying out memorandum of agreement

# Process for establishing an academic health department

## Included Elements

- \* Partnership Principles
  - Promote co-learning about community health and improvement;
  - Respect the unique nature of each partner and the contribution of each partner;
  - Establish clear and open communication by striving to understand each other's needs and interests, and potential contributors.
- \* Activity Agreements
- \* Scope of Work
- \* Initial time frame



# Process for establishing an academic health department

## Challenges

- \* Assuring Health Board and Staff see value
- \* Who signs at the University



# Maintaining Academic Health department

- \* Annual Study Session with Health Board and KU Staff
- \* Monthly leadership meetings
- \* Shared staff
- \* Shared meetings
- \* Synergistic funding opportunities



# Lessons Learned: Successes

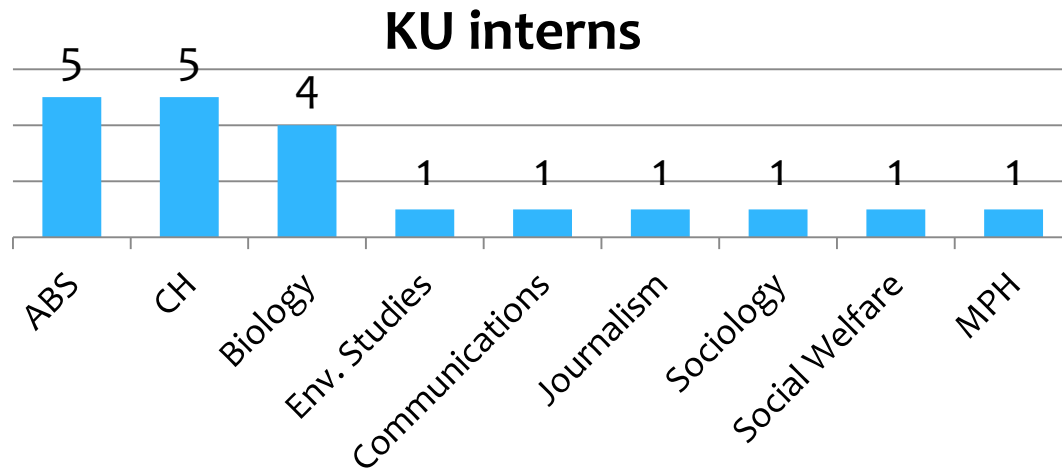
## Capacity building of staff and students: formal and informal

- \* Have worked with LDCHD staff to complete formal course work related to Public Health competencies, with shared costs between the University and LDCHD
- \* Shared journal article review around specific topics, such as emerging research and conceptual pieces

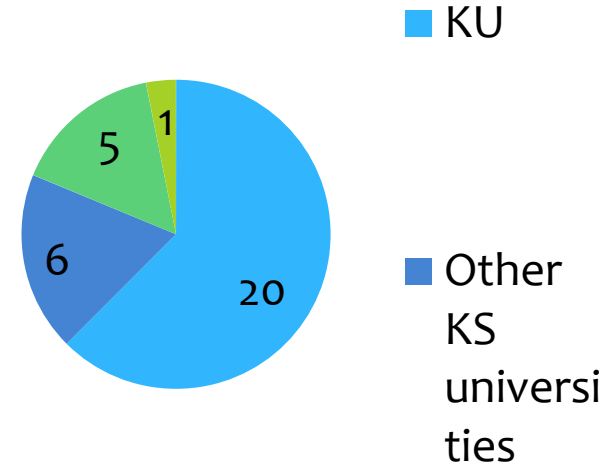
# Lessons Learned: Successes

## Capacity building (cont.)

- \* Placement of 32 students since 2013 (excluding nursing and journalism strategic campaigns placements)



## Internships (2013-2015)



# Lessons Learned: Successes

- \* Development of an evaluation system to support growing Community Health program

**Roadmap to a Healthier Douglas County**

The Roadmap to a Healthier Douglas County provides a framework to guide community efforts promoting access to healthy foods, access to health services, mental health, physical activity, and poverty.

Click to enter Topic specific Dashboards

- Access to Healthy Foods
- Access to Health Services
- Mental Health
- Physical Activity
- Poverty and Jobs

More than 1,500 residents helped identify the Top 5 issues affecting the health of the Douglas County community. Community leaders adopted a five-year community health plan, "Roadmap to a Healthier Douglas County," to address the Top 5 health issues. We are working to:

- Create a shared vision for a healthier Douglas County
- Adopt ways to measure and report progress
- Promote collaboration among key stakeholders to create meaningful change

The mission of the overall plan is "to collectively improve health for all through environmental and policy change that is responsive and accountable to the community."

Learn more about the Community Health Plan

View progress on Community Health priorities and outcomes

Share what you have done to promote health in Douglas County

# Lessons Learned: Successes

- \* Support of accreditation in four of 10 domains

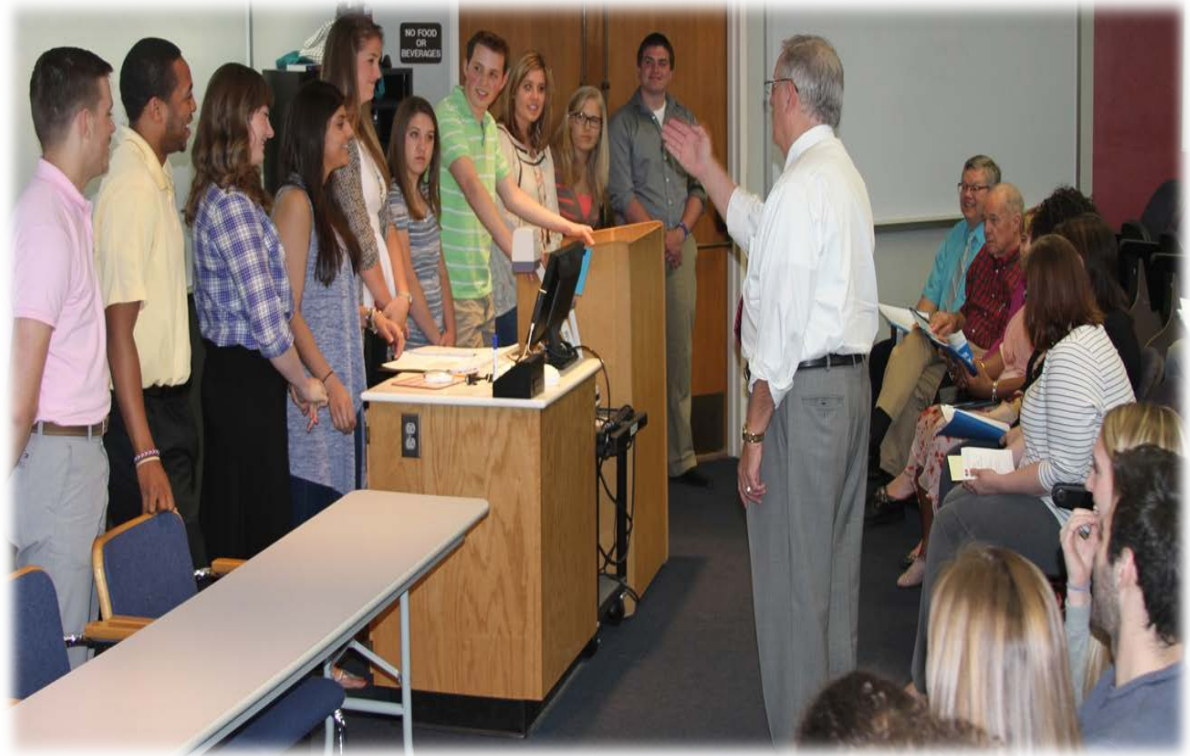




# Lessons Learned: Successes

Principle of the AHD  
not remaining in one  
section of the  
University:

- \* Performance Management and Quality Improvement Project
- \* School of Journalism



# Lessons Learned: Successes

- \* Laid groundwork for receipt of a CDC Partnerships to Improve Community Health (PICCH) grant
  - \* Will address healthy eating, active living, and tobacco
  - \* The start of achieving the goal of contributing to evidence



# Lessons Learned: Challenges

- \* Operationalizing our vision takes time and thinking through
- \* Some parts of the University less open to community partners
- \* Communicating value to all staff
- \* Understanding the stakeholders for both organizations

# Implications for Public Health Practitioners

- \* Opportunity build the capacity of the existing work force
- \* Support several accreditation activities and an overall strengthening of the LHD
- \* Enhance the opportunities for LHD staff to engage in participatory Public Health research

# Implications for Academic partners

- \* Academic Health Departments can present opportunities to learn in community settings for faculty, staff, and students
- \* Academic Health Departments offer potential for expanding the evidence base and testing interventions and tools collaboratively

# Thank you

## For more information:

Vicki Collie-Akers

[vcollie@ku.edu](mailto:vcollie@ku.edu)

[dpartridge@ldchealth.org](mailto:dpartridge@ldchealth.org)

[www.communityhealth.ku.edu](http://www.communityhealth.ku.edu)

[www.ldchealth.org](http://www.ldchealth.org)

Dan Partridge

# An Academic Health Department: Linking Public Health Practice and Academia

Academic Health Department  
Learning Community Meeting  
January 6, 2016



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# Today's Presenter

- Louise Kent  
Planning Administrator  
Northern Kentucky Health Department



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# Learning Objectives

At the end of this session, participants will be able to:

1. Define an Academic Health Department
2. Recognize the value and benefits of linkages between public health practice and academia
3. Describe how to develop a strong foundation for becoming an Academic Health Department
4. Develop or further improve your own processes, documentation and relationships



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# Definition of an AHD

- Involves a formal affiliation between an academic institution and a governmental public health agency
- Equivalent to a “teaching hospital” affiliation
- Can serve as a:
  - public health training site
  - a site for public health translational research
  - a site for practice involving both the academic and practice communities



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# Definition of an AHD

- Purpose:
  - Strengthen the linkage between practice and academia
  - Enhance public health education, training, research and service
  - Ultimately...to improve the population's health!



# Building the Foundation

- Must identify this linkage as a way to better prepare for the changing roles and challenges of public health
- Identify someone to develop and coordinate all activities
- Establish internal processes and documents



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# Building the Foundation

- Strengthen and establish partnerships
- Identify institutional needs to drive collaboration
- Establish formal agreements



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# Value and Benefits from the Linkages

- Opportunity for students to practice new skills on current problems
- Workforce development (training)
- Translational public health research
- Public health practice (incl. service for faculty)
- Public health education



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# Value and Benefits from the Linkages

- Workforce Development



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# Value and Benefits from the Linkages

- Translational Public Health Research





# Value and Benefits from the Linkages

- Public Health Practice



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# Value and Benefits from the Linkages

- Public Health Education



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# Value and Benefits from the Linkages

- Ability to maximize and target the use of scarce resources
- Public health graduates are better prepared to enter the workforce
- Enhanced career opportunities for graduates
- Enhanced hiring opportunities for LHDs



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# A Case Study: Northern Kentucky Health Department

## Processes, procedures and documents

- Application process
  - Online application (resume and syllabus)



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▶ ABOUT US



The Health Department promotes a [safe and healthy childhood](#) through programs like immunization, breastfeeding education and lead poisoning prevention.

**Northern Kentucky Public Health Institute: Student Learning Interest Form**



If you are a student interested in a learning experience with the Health Department, please complete the following form. Questions about learning opportunities required for your degree or the application process should be directed to [Louise Kent](#). *\* Please email your resume and syllabus (or other college document with required learning objectives) to Louise.*

**Student Information:**

\* First Name:

\* Last Name:

\* Current Address:

\* City:

\* State:  ▼

\* Zip Code:

\* Preferred Phone Number:   ▼

Alternate Phone Number:   ▼

\* Email:

Gender:  Male  Female

**Faculty Advisor/University Contact Information:**

\* Contact name:

\* Phone:

\* Email:

\* Address:



# A Case Study: Northern Kentucky Health Department

## Processes, procedures and documents

- Application process
  - Online application (resume and syllabus)
  - Affiliation agreement in place



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## AFFILIATION AGREEMENT

**THIS AFFILIATION AGREEMENT (“Agreement”) is made and entered into as of Month, Date, 20xx (“Effective Date”), by and between Name of University, College of XXX (School) and Northern Kentucky Independent District Health Department (“Practice Site”).**

### **A. PURPOSE**

Agreement establishes an affiliation between School and Practice Site in which Practice Site is designated as and agrees to serve as a community-based public health practice site for one or more academic or professional programs of School (“Program”), and sets forth the responsibilities of the parties and the terms and conditions of the affiliation established.

### **B. RESPONSIBILITIES OF SCHOOL**

1. School may request that one or more students enrolled and in good standing in Program (“Student”) be assigned to Practice Site. School personnel will collaborate with Practice Site personnel in the determination of appropriate educational assignments for Student as part of Program. Student assignments may vary, including without limitation, one-day site visits, small projects over several weeks, and large projects over several months.
2. School will maintain general responsibility for academic evaluation and related academic matters involving Student’s assignment at Practice Site. Although School is responsible for the overall direction and administration of the Program, School does not provide patient care and, as such, shall have no responsibility or liability for patient care.
3. School may require Student to develop and execute, in conjunction with Practice Site and School, a Learning Contract that specifies the deliverables to Practice Site expected of Student as part of Student assignment at Practice Site. Such Learning Contract, however, shall not be construed as part of this Agreement. Determination of those assignments for which a Learning Contract is required is solely by School.



# A Case Study: Northern Kentucky Health Department

## Processes, procedures and documents

- Application process
  - Online application (resume and syllabus)
  - Affiliation agreement in place
  - Send to prospective preceptors
  - Face-to-face interview



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## Interview Questions with Students

1. Tell me about yourself. What is your work style like?
2. Why are you interested in doing an internship/practicum at the Northern Kentucky Health Department [Add, if needed] in the \_\_\_\_\_ Division?
3. What do you hope to accomplish and learn during an internship/practicum?
4. Tell me about the strengths you would bring to an internship/practicum experience.
5. What is one of the more important decisions you have made? Tell us how you went about making that decision and what you learned from this decision-making process. (Wait for reply.) In retrospect, would you do anything differently?
6. I'd like you to describe a situation or activity when you felt really motivated or inspired about something you were doing at work or school and describe your role.
7. Give me an example of a particularly difficult situation you have been in and tell me how you handled it. (Wait for reply.) In retrospect, would you have done anything differently?
8. What skills and abilities do you believe a public health professional should have and why?
9. I'd like to tell you about the project(s) we have in mind. (Describe activities, goals, and deliverables. Give yourself and the student the opportunity to discuss potential projects and the student's required learning objectives.) How does this fit with your internship expectations?
10. If you are selected for this internship experience, when could you start? How many hours per week would you be available for this internship?
11. Is there anything else we haven't covered that you would like to discuss?

# A Case Study: Northern Kentucky Health Department

## Processes, procedures and documents

- Onboarding process
  - Student orientation
  - Location, email communication, computer access, ID badge



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# A Case Study: Northern Kentucky Health Department

Processes, procedures and documents

- Student/Preceptor Checklist



## Student Checklist / Report from Preceptor

Student Name: \_\_\_\_\_

Academic Institute: \_\_\_\_\_

Faculty Advisor/Professor: \_\_\_\_\_

Preceptor's Name: \_\_\_\_\_

Observation Site(s): \_\_\_\_\_

**To ensure the quality and safety of a successful NKPHI learning experience, the following is required:**

1. NKPHI online application completed \_\_\_\_\_
2. Required NKHD Training: TB within one (1) year (all students) \_\_\_\_\_  
 Blood borne pathogens (nursing students only) \_\_\_\_\_
3. Health requirements met: PPD/TB results within one (1) year (all students) \_\_\_\_\_  
 MMR status (nursing students) \_\_\_\_\_  
 HBV status (nursing students) \_\_\_\_\_
4. All NKHD orientation documents signed and dated (See Orientation Checklist) \_\_\_\_\_
5. Faculty/advisor-approved Learning Agreement completed (incl. # of required hours) \_\_\_\_\_
6. Compliance with NKHD dress code \_\_\_\_\_
7. NKHD Student ID badges visible during learning experience \_\_\_\_\_  
 (Return NKHD Student Badge to NKPHI at completion of learning experience)
8. Mid- and/or final evaluation of student completed (please send copy to NKPHI) \_\_\_\_\_
9. Student report or poster of project submitted to preceptor (please send copy to NKPHI) \_\_\_\_\_

Date started learning experience: \_\_\_\_\_

Date completed learning experience: \_\_\_\_\_

Number of hours required for learning experience: \_\_\_\_\_ Total hours completed: \_\_\_\_\_

\_\_\_\_\_  
 Student's signature \_\_\_\_\_  
 Date signed

\_\_\_\_\_  
 Preceptor's signature \_\_\_\_\_  
 Date signed

**(Preceptor: Please see reverse)**

# A Case Study: Northern Kentucky Health Department

Processes, procedures and documents

- Student/Preceptor Checklist
- Student Learning Agreement



## STUDENT LEARNING AGREEMENT

*Complete all information on this form. Dated signatures for student, preceptor and faculty advisor are required.*

**Student's Name:**

**Student's Phone:**

**E-mail:**

**Name of University/College:**

**Faculty Advisor:**

**Faculty Advisor's Phone:**

**E-mail:**

**Preceptor:**

**Preceptor's Phone:**

**E-mail:**

Day(s) of week student will be at Health Department site (circle): M T W Th F

Hours student will be at site (ex. 9am-3pm, 8am-5pm, etc.): \_\_\_\_\_

Approx. hours to be spent on learning experience per week: \_\_\_\_\_

Total hours to be completed in this learning experience: \_\_\_\_\_

Estimated start and end dates of learning experience: \_\_\_\_\_

### I. Learning Objectives

Within the duration of this learning experience and upon the completion of it, the student will learn the following:

- 1.
- 2.
- 3.

## II. Responsibilities and Duties

Regarding the specific responsibilities and duties of the learning experience and associated works, the student will be responsible for the following:

- 1.
- 2.
- 3.
- 4.
- 5.

## III. Service Deliverables

Within the duration of this learning experience and upon completion of it, the student will produce the following deliverables associated with this learning experience:

1. Weekly logs (tasks performed and hours invested in learning experience)
- 2.
- 3.
- 4.
- 5.

**All deliverables of this learning experience will be submitted to his/her preceptor at the Northern Kentucky Public Health Institute/Northern Kentucky Health Department upon completion of this learning experience.**

Your signature indicates that you have read and agreed to the requirements of this learning experience, as stated above.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

NKHD  
Preceptor: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty  
Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

Northern Kentucky Health Department  
Northern Kentucky Public Health Institute  
610 Medical Village Dr.  
Edgewood, Kentucky 41017  
Phone #: (859) 344-5474  
Fax #: (859) 578-3689  
Administrator: Louise Kent / Louise.Kent@nkyhealth.org



# A Case Study: Northern Kentucky Health Department

## Processes, procedures and documents

- Student/Preceptor Checklist
- Student Learning Agreement
- Evaluation
  - Mid-semester and final (preceptor)
  - SurveyMonkey (students)





# A Case Study: Northern Kentucky Health Department

Processes, procedures and documents

- Research proposal form
- Research Policy and Procedures
- Research Partnership Agreement form
- Research Review Team



# A Case Study: NKHD and University of Kentucky

Academic partners provide evidence and latest information on contemporary issues:

- NKY Heroin Impact Response Task Force
- Special Medical Needs Shelters
- Strategies for healthy lifestyle choices
- Family Planning best practices
- Employee recognition and rewards
- Sometimes this is a formal request, sometimes it's, "Hey! I found this interesting article."



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# Successes that Lead to a Tipping Point

## For Students:

- Training/mentoring from in-career professionals
- In-depth knowledge in specific areas of research
- Observations of public health policy translated into practice

## For Faculty:

- Extend understanding of public health practice
- Relationships foster development of grant proposals with public health practitioners that are competitive
- Providing service is an essential component of promotion and tenure




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# Successes that Lead to a Tipping Point

## For the Academic Institution:

- Graduates' ability to secure appropriate jobs upon degree completion
- Successful accreditation of programs
- Translational public health research opportunities 

## For LHD:

- Locate qualified people to fill posted positions
- Supports PHAB accreditation requirements
- Workforce development and research opportunities 
- Student projects meet a need



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# Student Projects that Lead to a Tipping Point

- Performed a district-wide adult oral health assessment
- Performed an in-depth analysis for a US EPA-funded onsite wastewater initiative
- Evaluated the effectiveness of a Healthy Monday campaign
- Piloted a “Pertussis Cocooning Project”
- Conducted a doctoral-level study of employee-supervisor trust relationships



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# Student Projects that Lead to a Tipping Point

- Completed a diversity assessment
- Conducted a social marketing campaign to promote HIV testing in the African American community
- Analyzed the types and frequency of pool violations and grouping by facilities
- Created breast and cervical cancer log applications
- Developed 5-2-1-0 program materials for child care staff



# Lessons Learned

- It starts and continues with support from the top!
- Collaboration is the only means to meet objectives you cannot meet alone.
- Someone must coordinate the efforts.
- Put policies, procedures, processes and documents in place.
- It's important to establish and maintain relationships/partnerships.



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# Lessons Learned

- Make sure everyone's needs are met -- matching the learning needs of the student with needs of the LHD are critical; win-win on both sides.
- Formal agreements are essential.
- Build on small successes to achieve the tipping point.
- Flexibility is always required with students.



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# Connecting with Others



- PHF's Academic Health Department Learning Community Listserv:
  - Share AHD-related information and resources
  - Seek assistance and advice on AHD efforts--*mentoring*
  - Learn from the experiences of others
- To join, contact: Kathleen Amos  
KAmos@phf.org





# Contact Information

Louise A. Kent, MBA, ASQ CQIA  
Planning Administrator  
Northern Kentucky Health Department  
**[Louise.Kent@nkyhealth.org](mailto:Louise.Kent@nkyhealth.org)**



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